

AN ANALYSIS OF GRAMMATICAL ERRORS IN ANNOUNCEMENT TEXTS WRITTEN BY THE TENTH GRADE STUDENTS

Nur Aida Arifah; Nanang Bagus Subekti

Universitas Sarjanawiyata Tamansiswa; Universitas Sarjanawiyata Tamansiswa

arifah553@gmail.com; nanang.subekti@ustjogja.ac.id

Abstract

English is one of the foreign languages learned by Indonesian students. In the process of learning language, the errors might be made by learners. The complexity of English and its difference from Bahasa Indonesia can lead to students' errors. This study explored (a) the types of errors found in announcement text written by the tenth-grade students, (b) the type of error which is more frequently committed by the tenth-grade students, and (c) the sources of errors found in announcement texts written by the tenth-grade students. To identify the errors, Surface Strategy Taxonomy was used in this research. Furthermore, interlingual and intralingual errors were identified as the source of errors found. To conduct the study, the researcher applied qualitative research, which case study was the specific type of this study. The data in this study were the announcement texts written by the tenth-grade students. There were five steps in conducting this study, namely; collecting samples of language learners, identification of errors, description of errors, explanation of errors, and error evaluation. The result of this study showed there were 31.82% omission error, 11.36% addition error, 27.27% misformation error, and 29.55% misordering error based on Surface Strategy Taxonomy. Thus, omission error was the highest. Furthermore, there were 34.09% interlingual as the source of errors found, and 65.91% intralingual as the source of errors found. Thus, this study suggests that the English environment is created as possible to minimize the errors of the learners. Additionally, learners must also be aware of their learning.

Keywords: *announcement text; English as a foreign language; error; error analysis; surface strategy taxonomy.*

Introduction

English is a foreign language in Indonesia. The Indonesia government has an effort in increasing English competence and skill among the learners because English is more complex than Bahasa Indonesia. In learning and using a foreign language, error and mistake cannot be separated in the process of language acquisition. Some problems are underlining this study. Those consist of the students' difficulty toward English, the dominantly use of *Bahasa Indonesia*, and the ability of students in acquiring language.

According to Corder (1981) in Al-Shobi's journal, the error refers to the failure of competence. Both Brown (2007) and Corder (1981) described the mistake as the failure in performance. For some people, learning and using a foreign language, is difficult. Those difficulties will make errors in learning or producing sentences and words in English. Ellis (1999) proposed two factors that can influence learners while learning English. The first factor is the external factor that is related to the role of the social environment and the role of input. The second factor is the internal factor that consists of language transfer, the cognitive account, and linguistic universal. This study analyzed the errors of students' language. In explore the errors in learners' language, Dulay, Burt, and Krashen proposed *Surface Strategy Taxonomy*, consist of omission, addition, misformation, and misordering. This study explored the announcement texts written by tenth-grade students. Announcement text is a text used to inform other people about an event. This text is one of the short functional text that has to be mastered by the tenth-grade students. Some studies conducted the same topic as this study. First,

the study that was conducted by Suhono in 2016, entitled *Surface Strategy Taxonomy on the EFL Students' Composition: A Study of Error Analysis*. This study was aimed to analyze the grammatical errors on students' compositions by using the theory from Dulay, Burt, and Krashen and theory from James (omission, addition, misformation, misordering, and blend). Besides, the writer also described the source of errors. Those consist of intralingual and interlingual.

The second study that was conducted by Solihah in 2017, entitled *Grammatical Errors Analysis in The Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo*. This study was aimed to describe grammatical errors based on surface strategy taxonomy from Dulay, Burt, and Krashen and find out the type of errors that were committed most frequently in students' essay writings. The source of error was explained in the theory, but it was not analyzed by the researcher.

The third study was conducted by Pardosi, et al. in 2019, entitled *An Error Analysis of Students in Writing Narrative Text*. The objective of this study was to identify the errors of learners based on surface strategy taxonomy by Dulay, Burt, and Krashen. In this research, the researcher did not explain the source of errors found.

From the three related studies above can be concluded that learners' errors can't be separated in the learning process. Error analysis can be used to know the language skills of learners. The three studies above used theory from Dulay, Burt, and Krashen. This study also used theory from Dulay, Burt, and Krashen, which consists of *omission, addition, misformation, and misordering*, but there will be a difference in the source of data. This study used students' announcement texts to find out learners' errors. The researcher hopes that this study will be useful for teachers and students in teaching and learning activity, and will be useful for other researchers that will conduct the study that is related to this study.

From the background above, the research question s in this study can be formulated as follows:

1. What are the types of errors found in the announcement text written by the first graders of SMK Negeri 4 Yogyakarta?
2. Which type of error is the most frequently committed by the first graders of SMK Negeri 4 Yogyakarta?
3. What are the sources of errors found in announcement texts written by the first graders of SMK Negeri 4 Yogyakarta?

Literature Review

Teaching English in Indonesia

English has a different position in many countries, such as English as First Language (L1), English as Second Language (L2), and English as Foreign Language (EFL). English in Western is used as the first language, while English in Southeast Asia, especially in Indonesia, is used as a foreign language. Thus, English is still assumed as a difficult thing to understand.

The Indonesian government also has been made efforts in improving English skills among Indonesian people, for example, the application of English teaching and learning in the schools. English teaching and learning in Indonesia have been arranged in the curriculum. The curriculum in Indonesia is the 2013 curriculum (K-13). The teachers are expected to use English in class, though it is mixed with Bahasa Indonesia. Susanto (2013) also explained that the English environment has an important role in teaching English as a foreign language to improve English skills.

Mistake and Error

Mistake and error is the natural thing that people may get when they are learning the language. Some people still assume that mistakes and errors are the same, but actually, they are different. Brown (2007) explained mistake as a performance error that is random guess or slip. While Al- Shobi (2019) in his journal explained that according to Corder (1981) mistake is a failure in the performance.

In learning a foreign language, it is usually gained after the learners acquired the first language acquisition. The goal of both second language and foreign-language is the linguistic or communication competence (Ellis, 1999). Ellis (1999) also proposed two factors that influence learners while learning other languages. The first factor is an external factor that is related to the role of the social environment and the role of input. The second factor is an internal factor that consists of the language transfer, the cognitive account, and the linguistic universal.

The external factors consist of social factors and input factors. The setting or environment (formal or informal setting, ethnic background, etc) of learners may determine the input/ stimulus of language learning. When the setting is created as target language as possible, then input for learners is in the target language, the acquisition will more successful. Besides, if the learning setting still uses the native language dominantly, error surely still can be found.

While the internal factors consist of language transfer, cognitive account, and linguistic universal. Negative transfer of learners can create errors. The negative transfer can be in the form of Interlingual error (interference from mother tongue). The other internal factor is the cognitive account. Key terms in the cognitive account refers to “process” and “strategy”. This cognitive account is related to individual differences, so each learner will have different processes and strategies in learning the language. The last internal factor is the linguistic universal. It is related to linguistics competence. Linguistics competence is also related to cognitive accounts. If learners can understand well, it can help them to reach linguistics competence. Related to cognitive universal, errors can arise when learners have incomplete knowledge of the target language (Intralingual error).

Brown (2007) divided errors into 4, consist of interlingual transfer, intralingual transfer, the context of learning, and communication strategies. In this study, the researcher only analyzed interlingual transfer and intralingual transfer of each error that was possible to analyze in the documents. Error from the interlingual transfer is the first stage when learners learn the new language. It is affected by the native language. While intralingual comes because of the complicated system of the target language. Learners with uncompleted knowledge can get an error.

Error Analysis

Error analysis is the method to analyze the error in language products. Brown (2007) described error analysis as analyzing and classifying errors from learners to reveal something. James (2013) also proposed the definition of error analysis. Error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language. Gass and Selinker (2008) described error analysis as the linguistic analysis of errors that learners make. According to Corder (1974) in Ellis & Barkhuizen (2009), there are five steps to conduct an error analysis:

1. Collecting the sample of language learners

The researcher collects the language learner to be analyzed. Some factors affect learner errors in the sample of the language learner. It can be seen, as follows:

Table 1 Factors affecting learner errors in samples of learner language

Factor	Description
A. Learner	
1. Proficiency level	Elementary, intermediate, or advanced
2. Other Language	The learners' LI, other L2s
3. Language Learning Background	Instructed, naturalistic, mixed
B. Language	
1. Medium	Oral or written
2. Genre	e.g. conversation, narrative, essay
	The topic of the discourse

3. Content	
C. Production	
1. Unplanned	The discourse is produced spontaneously.
2. Planned	The discourse is produced after planning or under conditions that allow for careful online planning.

2. Identification of errors

In this step, the researcher has to compare the learners' language and native language, then decide the different or wrong part of learners' language.

3. Description of errors

In this step, the researcher describes how the sentences of learners are different from the native language rule. To describe the learners' errors, two kinds of taxonomy can be used, (a) linguistic taxonomy and (b) surface structure taxonomy/ surface strategy taxonomy.

4. Explanation of errors found

In this step, the researcher has to find out how errors were made.

5. Evaluation of errors found

In this step, the researcher applies the result of error analysis.

Surface Strategy Taxonomy

To classify the errors into a good organization, many linguistic researchers proposed linguistic category taxonomy. Word taxonomy in Oxford Learners Dictionary refers to (1) the scientific process of classifying things, and (2) a particular system of classifying things. Also, Dulay, Burt, & Krashen (1982) described error taxonomy as inferring the source of those errors. They reviewed the literature and found the useful and commonly used bases for the descriptive classification of errors that are consisted of (1) *linguistic category taxonomy*, such as morphology and syntax, (2) *surface strategy taxonomy*, that consist of omission, addition, misformation, misordering, (3) *comparative analysis taxonomy*, which is based on the comparison between the structure L2 errors and certain other types of construction, and (4) *communicative effect taxonomy*, which deals with errors with their effect on listener or reader. In this study, the researcher focused on surface strategy taxonomy to analyze the errors found.

Surface Strategy Taxonomy refers to how surface structures are changed. Students may omit necessary items or add unnecessary items, miss-form the item, or disorder them. There are four types of surface strategy taxonomy. They are *omission*, *addition*, *misformation*, and *misordering*. The explanation of each part is as follows:

Omission

Omission errors are the error that must be appeared to create well-formed utterance is absence. Dulay, Burt, & Krashen (1982) also explained that this error arises in the first stage in learning the other language. Both morpheme and word can be potential to be omitted by learners, but morpheme is more frequently to be omitted by learners. There are two classes of a morpheme. The first class is a content morpheme that consists of nouns, verbs, adjectives, and adverbs. The other class of morpheme is a grammatical morpheme that consists of a noun and verb inflection (such as –s addition in plural word, and –ed addition in verb 2); article (is, a, the, etc.); verb auxiliaries (is, will, can, etc.); and preposition (on, under, in, etc.).

Addition

This type of error is the opposite of omission error. Addition error is an error caused by the presence of the item that must not in the sentence/ utterance. This error arises when the learners have

acquired some target language rules. Dulay, Burt, & Krashen (1982) explained there are three types of addition errors. The first type of addition error is double markings, when in an utterance there is more than one similar item, which one of them is not needed, such as *she doesn't eats*. Both "doesn't" and "eats" use for the singular object. Addition -s in *eats* is not needed. The second type of addition error is regularization. This error is caused by the certain rule of language, for example, the past form of "eat" is "eaten". Thus, it should be "ate". The last type of addition error is a simple addition. If the errors found are not double marking or regularization, so it should be a simple addition. The example of the simple addition error is *the fishes doesn't eat other fish*. It should be corrected *doesn't* to be *don't* or *fishes* to be *fish*.

Misformation

This kind of error is caused by the wrong form of morpheme or structure in the sentence or utterance. There are three types of misformation error. The first type is the regularization. This type came because the wrong category that is used in a sentence, for example, *I seen him yesterday*, that should be *I saw him yesterday*. The second type of misformation error is archi-forms. Dulay, Burt, & Krashen (1982) defined archi-forms as

The selection of one member of a class of forms to represent others in the class (Dulay, Burt, & Krashen, 1982).

for example, learners more frequently use *that* as demonstrative adjectives though there are other demonstrative adjectives such as *this*, *those*, and *these*. The third type of misformation is an alternating form. It is the use of archi-forms that often gives way to the fairly free alternation of various members of the class with each other.

Misordering

Misordering error is the type of error that is caused by incorrect placement of morpheme in an utterance. This error can occur both in L2 or L1 learners.

Short Functional Text

Short Functional text is a short text that has a certain function, meaning, and purpose which is used in daily life. There are some examples of short functional texts. Those are short messages, notices, letters, greeting cards, announcements, advertisements, and invitations. In this study, the researcher will only focus on the announcement text. Announcement text is a text used to inform other people about an event. The generic structure of the announcement text consists of stating the purpose, stating day and date, stating the place, informing the sender. Tenses that are used in this text usually simple present tense and simple future tense.

Methodology

This research used qualitative research to conduct the study. Mackey and Gass (2005) described qualitative research as research that is based on descriptive data and does not need statistical procedures. Meanwhile, Creswell (2014) defined qualitative research as an approach to explore and understand the meaning individuals or groups ascribe to a social or human problem. The type of qualitative research used in this research is the case study. Creswell (2014) described a case study as a research design in which the researcher does an in-depth analysis of a case. Thus, in this research, the researcher will explain in detail the analysis of the case.

In this research, the researcher used purposeful sampling in choosing the data. Purposeful sampling is a technique commonly used in qualitative research. Patton (2002) described this technique as *information-rich cases* which emphasis on in-depth understanding. Thus, this technique emphasizes the purpose of the research. The data of this research were announcement texts written by the tenth-grade students. Announcement text is one of first or tenth grade English material that has to be delivered to the students. As the output of the learning, students asked to create announcement text in a group. Refers to the objectives of this research, the researcher selected the appropriate data, which

fulfilled the criteria of announcement text and contained errors. From data collected, 21 announcement texts that were analyzed by the researcher.

The data collection technique refers to how the researcher collects the data of the study that will be conducted. Creswell (2014) proposed four basic qualitative data collection types, consist of qualitative observation, qualitative interviews, qualitative documents, and qualitative audio and visual materials. This research analyzed the data using qualitative documents. The document can help the researcher to find out meaning, understanding, and knowledge relevant to the research. Bowen (2009) described five functions of the document. First, the document can give data about the research. Second, the information in data can suggest the problem that is needed to overcome and the situation that will be observed. Third, the document provides supplementary research data. Fourth, the document can be used to check the change and development. Fifth, the document can be analyzed to verify the findings.

Validity refers to the way the researcher to check the accuracy of the finding. Creswell (2014) proposed eight strategies to find out the data validity, consist of triangulation, member checking, rich and thick description, clarifying the bias, presenting negative or discrepant information, spending prolonged time, peer debriefing, and external auditor. To conduct this study, the researcher used triangulation. Triangulation means the researcher used multiple methods to analyze the same topic. According to Mackey & Gass (2005), there were three types of triangulation, consist of theoretical triangulation (using multiple perspectives to analyze the same set data); investigator triangulation (using multiple observer or interviewer); and methodological triangulation (using different measures or research method to investigate the particular phenomenon. In this study, theoretical triangulation is used. The researcher used some theories in this study, such as teaching English in Indonesia, mistake and error, error analysis, and surface strategy taxonomy.

To analyze the data, the researcher used theory from Corder (1974) in Ellis & Barkhuizen (2009). There are some steps as follows:

1. Collecting the sample of language learners
The researcher collected the language learner to be analyzed
2. Identification of errors
In this step, the researcher had to compare the learners' language and native language, then decided the different or wrong part of learners' language.
3. Description of errors
In this step, the researcher describes how the sentences of leaners were different from the native language rule. To describe the learners' errors, the researcher used surface strategy taxonomy
4. Explanation of errors found
In this step, the researcher had to find out how errors were made.
5. Error evaluation found
In this step, the researcher applied the result of error analysis.
6. After evaluating the data, the number of errors was count to find out the high frequency of error by counting each percentage as follows:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency of each error

N: Total Number of error

Findings and Discussion

The Types of Errors Found in Announcement Texts Written by the First Graders of SMK Negeri 4 Yogyakarta

The study was conducted based on Surface Strategy Taxonomy by Dulay, Burst, and Krashen. The findings of the study are as follows:

Table 2. Percentage of Errors

No	Type of Error	Amount of Error	Percentage
1	Omission	14	31.82%
2	Addition	5	11.36%
3	Misformation	12	27.27%
4	Misordering	13	29.55%
Total Error		44	100%

Omission errors consist of 1 omission of “to be” in the passive voice, 9 omissions of s/es in plural form, 1 omission of subject in the sentence, 1 omission of the adjective in linking verb, 1 omission of the noun in the noun phrase, and 1 omission of s/es in the verb of present tense. Addition errors consist of 1 addition of “please” in obligation sentence, 1 addition of preposition, 2 additions of s/es in plural form, and 1 addition of unnecessary word. Meanwhile, misformation errors consist of 6 misformation of tenses, 3 misformation of plural form, 1 misformation of verb as a noun (gerund), and 2 misformation of preposition. Meanwhile, misordering errors consist of 13 errors. Thus, there are 14 omission errors, 5 addition errors, 12 misformation errors, and 13 misordering errors.

Omission

Omission errors are the error that must be appeared to create well-formed utterance is absence. The omission errors found in announcement texts were 31.82%. This is the highest percentage of errors found in announcement texts by the tenth-grade students. Some omission errors were found:

1. Omission of “to be” in Passive voice

Playground and school grounds closed

The error above is identified as a passive voice. There is no *to be* in the passive voice. In Bahasa Indonesia, that sentence means “*menutup*” in active sentence, while it must be “*ditutup*” (to be + closed). So, it must be “Playgrounds and school grounds **are closed/ will be closed** at 10 p.m.”.

2. Omission of s/es in plural form

Here are some examples of errors found:

Please join us to celebrate the graduation of all 3rd grade student

An error is in the word “*student*”. It must be “*students*” because there is more than one student that was said, and the determiner that was used is “*all*” refers to more than one noun

All student are expected to come and wear batik shirt/ dress

All student are required to follow and practice

The words “*student*” must be “*students*” because there is quantifier “*all*”.

3. Omission of subject in sentence

Previously apologize for the disruption for the teachers who is teaching in the class, there was an announcement

In the announcement text, the researcher found the error above. It is not clear who is the speaker that apologized to the teachers. So it must be added a subject, such as “**Previously I apologize** for the disruption for the teachers who is teaching in the class, there was an announcement”

4. Omission of the adjective in linking verb

*If anyone **feels** can meet with Mr. Bowo*

The error that had been found contain linking verb without adjective. Linking verb is a verb of incomplete predication. The important word in the complement is usually an adjective or a noun. So, the sentence must be “if anyone **feels lost** can meet with Mr. Bowo”

5. Omission of noun in noun phrase

*Clothing: **white and gray** complete with attributes*

The error founds show that there is no noun as the head of the noun phrase. Thus, the noun should be added. So the correction is “Clothing: **white and gray uniform** complete with attributes”.

6. Omission of –s/es in verb of present tense

*Pencak Silat Merpati Putih **open** a recruitment*

From the error found, there is no s/es in the verb used. To correct the error, it should add “s”. So, the sentence is changed to “Pencak Silat Merpati Putih **opens** a recruitment”.

Addition

Addition error is an error that is caused by the presence of the item that must not in the sentence/utterance. The addition errors found in announcement texts were 11.36%. This is the lowest percentage of errors found in announcement texts by the tenth-grade students. Some addition errors were found:

1. Addition of “please” in obligation sentence

***Please** students **must** follow the activity*

Expressing obligation means expressing something that has to be done. Thus, it is not needed to add the word “*please*” in an obligation sentence. The sentence must be “*students must follow...*”

2. Addition of preposition

*Honda motorcycle key was found **at under** the stairs*

In the sentences above, there are two prepositions to describe the position of the noun. It is appropriate if only use one preposition. So, the omitting of “*at*” is necessary.

3. Addition of s/es in singular form

***Places:** Under the stairs, next to the library*

The work of students in the class was from the same sources. In the sources, there was only one thing and the thing was found in one place. So, it must be omitted s in first and second sentences.

4. Addition of unnecessary word

*Key Honda motor **lock** under the steps of the library SMK N 4 Yogyakarta*

Sometimes learner writes the unnecessary word in their writing. From the error found, the word “**lock**” should be omitted.

Misformation

Misformation error is caused by the wrong form of morpheme or structure in the sentence or utterance. The misformation errors found in announcement texts were 27.27%. Some misformation errors were found:

1. Miss-formation of tenses in certain situation

Here are some examples of this error:

*The competition **was held** on a multipurpose building*

*In commemorating Youth Oath Day, we **invited** all students to join the flag ceremony which was held on:*

In commemorating Youth Oath Day, we invited all students to join the flag ceremony which was held on:

Tenses is a verb form that shows the time of an action or event, by a change in its form and/ or the use of a helping verb. The announcement text uses the future tense or present tense. So, the sentences should be corrected by using future or present tense.

2. Misformation of plural form

*Previously apologize for the disruption for the teachers **who is teaching** in the class, there was an announcement*

A plural noun is a noun that consists of more than one thing. In the sentence above, before the bold clause, it was mentioned: “the teachers” which means more than one. So, it should be “who are teaching”.

*To celebrate 24th school anniversary then the school will hold **a competition** including singing **Decorative room**, cooking and much more*

In the sentence above, it is said that there more than one competition that was mentioned by the student. So, it should be “the school will hold some/many/... competitions”

3. Misformation of verb as noun (gerund)

*To celebrate 24th School Anniversary then the school will hold a competition including singing **Decorative room**, cooking, and much more.*

A Gerund is a form that is derived from a verb but it has a function as a noun. For example, in a compound sentence, a gerund is used to state its subject or object. It has *-ing* in the end word the word, such as swimming. In the sentence above, there is a different form in one phrase “decorative room”. That phrase should be “room decorating”.

4. Misformation of Preposition

*Previously apologize for the disruption **of** the teachers who is teaching in class, there was an announcement*

In Oxford Learner Dictionary, the word “apologize” is followed by *to* if refers to somebody. Thus, it is needed to change “of” with “to”.

*Please **pay attention to the teachers and students***

The word “attention” followed by the preposition “to” refers to somebody or something that is needed attention. Meanwhile, the speaker intended to ask attention for himself to speak. Thus, to avoid the misleading, preposition “to” should be changed by “for”.

Misordering

Misordering error is the type of error that is caused by incorrect placement of morpheme in an utterance. The misordering errors found in announcement texts were 29.55%. Here are some examples of misordering error:

..... *From SMK N 4 Yogyakarta. Class of 2019. In **hall Skafourta***

*To all **members school** of SMK 4 Yogyakarta*

*Event : **Flag ceremony Independence Day** poem competition caricature & drama competition*

*We are going to exercise tomorrow morning to prepare the show in **city Yogyakarta***

The position of word order is important in English. In Bahasa Indonesia, a noun phrase is formed by a noun followed by adjectives or modifiers. It is different from English that noun phrase is formed by adjective or modifier followed by a noun.

The Most Frequently Error Committed by the First Graders of Smk Negeri 4 Yogyakarta

Based on the table above, the type of error which is more frequently committed by the tenth-grade students is *omission error*, and the lowest percentage is *addition error*. Omission error is the opposite of addition error. Omission error can occur when an element of a sentence was absent. Meanwhile, the additional error can occur when the unnecessary element was in a sentence. From the

table, it showed that the students usually missed something in the sentence. This case can be caused by the complexity of English grammar.

The Sources of Errors Found in Announcement Texts Written by the First Graders of SMK Negeri 4 Yogyakarta

The sources of errors found were also found by the researcher. The result can be seen as follows:

Table 3. The Sources of Errors Found

No	Type of Source	Amount of Source	Percentage
1	Interlingual	15	34.09%
2	Intralingual	29	65.91%
Total		44	100%

The sources of errors founds are interlingual error and intralingual error. Interlingual error is an error that is caused by the interference of the mother tongue. Most of the interlingual errors were in misordering error because the order in English and Bahasa Indonesia is different. Then, the intralingual error is an error that is caused by incomplete knowledge of the target language, for example, the use of wrong grammar. The interlingual error can arise because the rule in English is more complicated than Bahasa Indonesia. Besides, it is also caused by the cognitive factor of each student in acquiring English grammar.

Conclusion

Error is the failure of language. As the learners that learn a foreign language, the error cannot be separated. The students' difficulty toward English, the dominantly use of *Bahasa Indonesia*, and the ability of students in acquiring language can lead to error. To analyze the error, there is surface strategy taxonomy by Dulay, Burst, and Krashen consists of omission, addition, misforming, and misordering. Besides, to conduct this study, the case study was applied to give depth explanation of the case. From the analysis on announcement texts written by the tenth-grade students, it can be found 31.82% omission error; 11.36% addition error; 27.27% misforming error; and 29.55% misordering error. Thus, the most dominant error is the omission error. While there are two sources of errors found. From the data, it can be found 34.09% interlingual error and 65.91% intralingual error. Thus from the findings, that the highest percentage is omission and intralingual error. It can be inferred that the students' knowledge in English has a role in acquiring the language.

From this study, it should be suggested the students have to be more aware of learning English and participate in English activity, especially in the classroom. The students should improve their motivation while learning English. Besides, the teacher should apply teaching strategies that can create the English environment. Thus, students can be more familiar with English. Then, hopefully, it can help students to gain English competency more successfully.

References

- Alfari, S. (2018, April 26). *Jenis dan Struktur Announcement*. Retrieved April 14, 2020, from Ruang Guru: <https://blog.ruangguru.com/jenis-dan-struktur-announcement>
- Al-Sobhi, B. M. (2019). The Nitty-gritty of Language Learners' Error: Contrastive Analysis, Error Analysis, and Interlanguage. *International Journal of Education & Literacies Study*, VII(2), 49-60. doi:dx.doi.org/10.7575/aiac.ijels.v.7n.3p.49
- Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, IX(2), 27-40. doi:10.3316/QRJ0902027

- Brown, H. D. (2007). *Principle of Language Teaching and Learning*. New York: Pearson Education, Inc.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches*. California: SAGE Publication, Inc.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches 4th ed.* California: SAGE Publication, Inc.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Ellis, R. (1999). *The Study of Second Language Acquisition*. Netherlands: John Benjamin Publishing.
- Ellis, R., & Barkhuizen, G. (2009). *Analyzing Learner Language*. Oxford: Oxford University Press.
- Frank, M. (1972). *Modern English: A Practical Reference Guide*. New Jersey: Prentice-Hall, Inc.
- Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course 3rd ed.* New Taylor: Taylor & Francis Group.
- Huddleston, R., & Pullum, G. K. (2007). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
- James, C. (2013). *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Routledge.
- Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Marifatika, E. (2015, November 19). *Contoh Lengkap Short Functional Text*. Retrieved April 14, 2020, from kelasbahasainggris.com: <https://kelasbahasainggris.com/contoh-lengkap-short-functional-text/>
- Pardosi, J., Veronika Br. Karo, R., Anggun S. Sijabat, O., Pasaribu, H., & Pasca Tarigan, N. (2019). An Error Analysis of Students in Writing Narrative Text. *Linguistics, English Education, and Art (LEEA) Journal*, III(1), 159-172. doi:<https://doi.org/10.31539/leea.v3i1.983>
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Method 3rd ed.* California: SAGE Publication, Inc.
- Solihah, D. K. (2017). *Grammatical Error Analysis in the Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo*. Sidoarjo: Muhammadiyah Sidoarjo University.
- Suhono. (2016). Surface Strategy Taxonomy on the EFL Students' Composition: A Study of Error Analysis. *Iqra'*, I(2), 1-30. doi:10.25217/ji.v1i2.128
- Susanto, D. (2013). Teaching English as a Foreign Language in Indonesia: The Role of School Environment. *Leksika*, VII(2), 59-69. doi:<http://dx.doi.org/10.30595/lks.v7i2.120>